



Writing a School Technology Plan

Introductions Overview

Why must districts have state-approved, long-range education technology plans?

- Telecommunications Act of 1996 (E-rate Program)
 - ◆ MOREnet Network Program participation
- State and Federal Ed Tech Programs
 - ◆ FY00 Requirement (Districts given a one-year waiver)
- No Child Left Behind
 - ◆ June 2002 Requirement (States could grant one-year waiver)

District Tech Plans must align with State Plan and Title IID Program goals

Improved academic achievement for all students

- high student achievement, including technology literacy skills
- effective integration of technology through professional development, curriculum development, and research-based instructional methods

Missouri Technology Planning

- ◆ Technology Planning Committee (2000)
 - Crafted Missouri State Education Technology Strategic Plan, 2002-2006
- ◆ Technology Planning Taskforce (2001)
 - Developed District Planning Resources
 - ◆ Updated Scoring Guide
 - ◆ Created Technology Planning Website

Major Goals of all Missouri Tech Plans

Improve **STUDENT LEARNING** through educational technology

Improve **TEACHER PREPARATION & PERFORMANCE** through educational technology

Teaching & learning enhanced through technology
for **ADMINISTRATION, MANAGEMENT,
& COMMUNICATION**

EQUITABLE ACCESS to educational technology

Adequate **TECHNICAL SUPPORT**



METPA Assistance



in



Conducting

Regional Workshops



Technology Planning Timeline



Deadlines



Service Events



The District Technology Plan

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Why do Missouri school districts need to develop new technology plans?

- ◆ No Child Left Behind
- ◆ Missouri State Technology Plan
- ◆ As of July 1, 2003, districts that do not have an approved plan will not be eligible for
 - Technology Acquisition Grant Funds
 - Title IID Funds
 - Title V Funds
 - E-Rate
- ◆ Improved student learning through effective integration of technology into instruction

Which districts need to write new technology plans?

◆ All districts except

- those with plans submitted in April 2002 that scored 75 points (2 districts)
- those with plans submitted in December 2001 that scored 8 out of 8 (approximately 40 districts)

◆ Over 400 districts need to write new plans

Key Points

- ◆ The district technology plan should focus on integrating technology into the teaching and learning process to transform the way teachers teach and students learn.
- ◆ The district technology plan should be embedded in or supplement the district's comprehensive school improvement plan (CSIP).
- ◆ A planning committee is critical to the success of any technology plan.

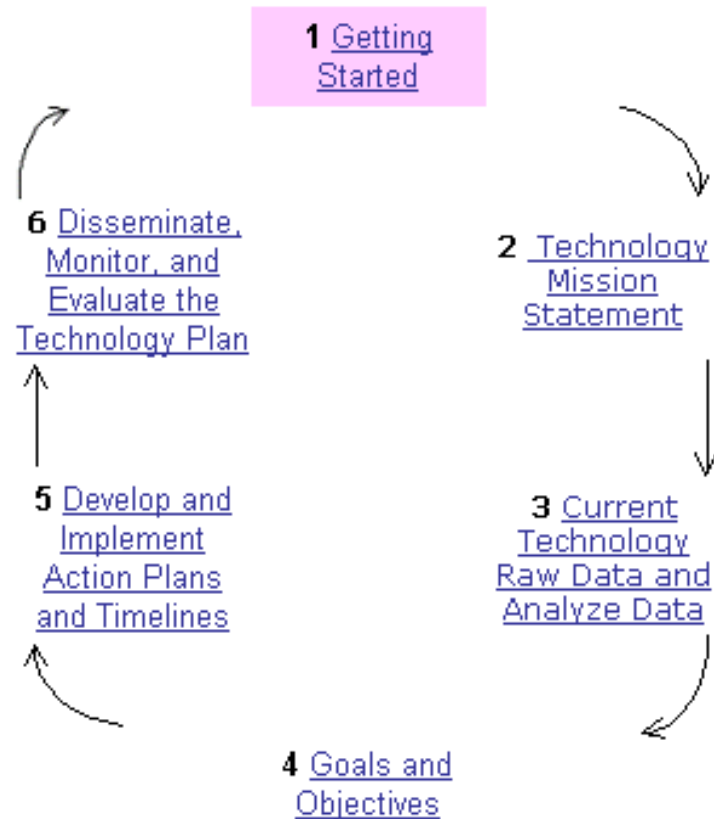
◆ The five Technology Focus Areas (TFAs) are interwoven throughout the Technology Plan as a way of insuring a comprehensive, workable plan is created that maintains a focus through the six major sections of the plan.

◆ Five TFAs

- Student Learning (includes technology skills)
- Teacher Preparation and Delivery of Instruction
- Administration / Data Management / Communication Processes
- Resource Distribution and Use
- Technical Support

The Technology Planning Process

Technology Planning



Process = Product

Tech Planning Process

- ◆ Get Started
- ◆ Write Technology Mission Statement
- ◆ Gather Raw Data on Current Technology and Analyze Data
- ◆ Write Goals & Objectives
- ◆ Develop & Implement Action Plans & Timeline
- ◆ Disseminate, Monitor, & Evaluate the Technology Plan

Tech Plan Contents

- ◆ Introduction
- ◆ Technology Mission Statement
- ◆ Analysis of Raw Data on Current Technology
- ◆ Goals & Objectives
- ◆ Action Plans & Timeline for Each Objective
- ◆ Dissemination & Evaluation Plans

What is the secret of a good plan?

- ◆ Review the Scoring Guide before getting started
- ◆ Follow the Scoring Guide
 - when organizing the planning committee
 - when writing the mission statement
 - when gathering and analyzing raw data
 - when writing goals and objectives
 - when writing action plans and timelines
 - when developing dissemination and evaluation procedures
- ◆ Do what is necessary to earn a “Commendable” on each section (A score of 75 is required)
- ◆ Use the Scoring Guide to check the plan when finished
 - What’s there?
 - What’s missing?

Getting Started - Basic Questions

◆ Who will be the facilitator?

■ Technology Coordinator

- ◆ Familiar with procedures, issues, equipment, etc.
- ◆ Primary responsibility for carrying out the plan

■ Administrator (Central Office)

- ◆ Established leadership
- ◆ Familiar with district goals, curriculum, finances, etc.

■ Outside Consultant

- ◆ Knowledgeable about technology planning process
- ◆ Independent (key since one function of process is audit of current technology implementation)

Getting Started - Basic Questions

◆ What will the facilitator do?

- Act as moderator of committee meetings
 - ◆ Plan agenda
 - ◆ Keep discussions moving forward
 - ◆ Assign specific tasks
- Organize information and write plan to express ideas of planning committee and subcommittees
 - ◆ Apply consistent style to writing
 - ◆ Employ clear organization and expression of ideas (including text, charts, and graphics)
 - ◆ Utilize appropriate syntax and grammar

Getting Started - Basic Questions

- ◆ What will be the scope of the Technology Plan?
 - What is the time span of the plan?
 - ◆ 1 year
 - ◆ 3 years (E-rate requires Tech Plan approval every 3 years)
 - ◆ 5 years
 - What technology will be included in the plan?
 - ◆ Computers
 - ◆ Telephony
 - ◆ Audiovisual
 - ◆ Copiers
 - ◆ Libraries
 - ◆ Tech Prep - Vocational Equipment
 - ◆ Emerging technologies
 - ◆ Technical support

Getting Started - Basic Questions

◆ Who will be on the Technology Planning Committee?

- Committee should be representative of students, teachers, administrators, technical support staff, non-certified staff, parents, and community/business leaders
- Committee should be representative of all buildings in the district
- Committee should be representative of all five Technology Focus Areas (TFAs)
- Committee members should be able to demonstrate leadership, vision, and problem-solving abilities
- Committee should be appropriate in size to the size of the district
 - ◆ A minimum of about 15 for small districts
 - ◆ A maximum of about 30 for large districts
 - ◆ Representation of all constituent groups and TFAs is more important than an arbitrary fixed number of members

Getting Started - Basic Questions

- ◆ How will the Technology Planning Committee and Plan relate to other district committees and plans
 - The Technology Planning Committee and the Technology Plan should mesh with each of the following:
 - ◆ MSIP Committee/Plan
 - ◆ CSIP Committee/Plan
 - ◆ PDC Committee/Plan
 - ◆ Strategic Plan/Committee
 - ◆ Building Level Plans

Getting Started - Basic Questions

◆ Will the Technology Plan be developed as a district plan with building technology plans as subsections to be developed in each building?

OR

◆ Will the Technology Plan be developed as separate building plans to be merged into a district plan?

Getting Started - Organization

◆ Orient the Technology Plan Committee

- Explain the technology planning process and expected benefits
- Introduce the Scoring Guide
- Define the Technology Focus Areas (TFAs)

◆ Establish a timeline

◆ Schedule Technology Plan Committee meetings

◆ Create Subcommittees

- Subcommittees could be based on sections of the Technology Plan
 - ◆ Each subcommittee should have representative expertise in each of the five TFAs
- Subcommittees could be based on each of the five TFAs
- Subcommittees could be building-based to create building-level technology plans that will be merged to create the district plan

Introduction

◆ Introductory Comments

- Role of technology in district educational philosophy
- Purpose of the Technology Plan and the technology planning process

◆ Acknowledgements

◆ Background Information

- Previous technology planning efforts
- Documentation of technology planning process
 - ◆ Technology Planning Committee
 - ◆ Summary of planning process timeline

◆ Vision Statement

Introduction

◆ Use the Scoring Guide to Score the Sample

TECHNOLOGY PLANNING COMMITTEE: Membership of the district's technology planning committee is representative of students, teachers, administrators, technical support staff, parents, and community/business leaders. Representation is equitable, and appropriate to address the five Technology Focus Areas (TFAs): 1) Student learning as it relates to the Show Me Standards, including technology skills, 2) Teacher preparation and delivery of instruction, 3) Administration/data management/communication processes, 4) Resource distribution and use, and 5) Technical support.

| Needs Revision (1-2 points) | Adequate (required) (3-4 points) | Commendable (5 points) | Score |
|---|---|--|-------|
| Committee list is missing or inadequate to determine representation. See note *. | Committee list: <ul style="list-style-type: none">❑ identifies membership groups❑ includes most membership groups❑ is appropriate in size | Committee list: <ul style="list-style-type: none">❑ identifies membership groups❑ includes all membership groups❑ is appropriate in size❑ has equitable representation❑ provides TFA links | |

*Revision Note:

Technology Mission Statement - Process

- ◆ Review the District Mission Statement and discuss how the Technology Mission Statement will relate
- ◆ Review the district's CSIP and discuss how the Technology Mission Statement will relate
- ◆ Locate and evaluate other districts' Technology Mission Statements
- ◆ Establish how the proposed Technology Mission Statement relates to the Technology Focus Areas (TFAs)
- ◆ Write, edit, and rewrite the Technology Mission Statement

Technology Mission Statement - Product

- ◆ The Technology Mission Statement must
 - focus on the integration of technology and student achievement
 - reflect the district mission statement
 - reflect the district CSIP goals
 - direct the implementation of the five TFAs
 - demonstrate a clear connection between technology access and use

Technology Mission Statement

◆ Use the Scoring Guide to Score the Sample

DISTRICT EDUCATION TECHNOLOGY MISSION STATEMENT: The technology mission statement addresses the impact of technology on the district's teaching and learning goals (CSIP).

| Needs Revision (1-2 points) | Adequate (required) (3-4 points) | Commendable (5 points) | Score |
|--|---|---|-------|
| Technology mission statement is missing or inadequate to determine the technology focus of the district. See note*. | Technology mission statement: <ul style="list-style-type: none">❑ focuses on integration and student achievement❑ reflects district mission statement❑ reflects district CSIP goals | Technology mission statement: <ul style="list-style-type: none">❑ focuses on integration and student achievement❑ reflects district mission statement❑ reflects district CSIP goals❑ directs implementation of TFAs❑ demonstrates a clear connection between learning technology access and use | |

*Revision Note:

Compile & Analyze Data

- ◆ Gather data that relates to each of the five TFAs
 - Find existing information, assessments, procedures, policies
 - Create surveys, assessments, and checklists necessary to acquire necessary additional data
- ◆ Write analysis
 - Summarize raw data
 - Use data to identify strengths and weaknesses relating to each of the five TFAs
 - Evaluate success in meeting previous technology plan goals and objectives
- ◆ Raw data (statistics, scores, documents, etc.) may be included in this section of technology plan or may be included as appendices

Compile & Analyze Data

◆ Data Sources for Student Learning Technology Focus Area

- Standardized assessments
 - ◆ MAP, ITBS, TAGLIT
- Local assessments
 - ◆ pre/post tests, scoring guides/rubrics, checklists, etc.
- Curriculum
 - ◆ Show-Me Standards
 - ◆ subject area curriculum guides and assessments
 - ◆ Technology Scope & Sequence and assessments
- Student surveys

Compile & Analyze Data

- ◆ Data Sources for Teacher Preparation and Delivery of Instruction Technology Focus Area
 - Surveys
 - TAGLIT
 - Faculty Technology Competencies
 - ◆ Checklists
 - ◆ Teacher evaluation procedures
 - Training data
 - ◆ Participation statistics
 - ◆ Trainer evaluations
 - ◆ Training outcomes
 - ◆ Professional development budget

Compile & Analyze Data

◆ Data Sources for Administration, Management, & Communication Processes Technology Focus Area

- Policies and Procedures
 - ◆ Acceptable Use Policy/Contracts, CIPA filtering
 - ◆ Copyright
 - ◆ Network security, E-mail, Web page guidelines
- Administrative networking tools
 - ◆ Data management (student information, gradebooks, attendance, health, etc.)
 - ◆ Fiscal management (purchasing budgeting, etc.)
- Communication tools
 - ◆ E-mail
 - ◆ Web site
 - ◆ Internet
 - ◆ Intranet
 - ◆ Telephone system

Compile & Analyze Data

◆ Data Sources for Resource Distribution and Use Technology Focus Area

- Policies and Procedures
 - ◆ Equity of resources
 - ◆ Computer donations
 - ◆ Budgeting processes
- Census of Technology
- Total Cost of Ownership (TCO) analysis
 - ◆ Hardware costs
 - ◆ Software costs
 - ◆ Professional development costs
 - ◆ Retrofitting (electrical, HVAC, etc.) costs
 - ◆ Support costs
 - ◆ Replacement costs
 - ◆ Connectivity costs

Compile & Analyze Data

◆ Data Sources for Technical Support Technology Focus Area

- Policies and Procedures
 - ◆ Problem reports
 - ◆ Outsource contracts
- Surveys
- State tech plan standards, business standards

Compile & Analyze Data

◆ Use the Scoring Guide to Score the Sample

CURRENT STATUS – COMPILING RAW DATA: Comprehensive and appropriate data are compiled to examine the current status of the five Technology Focus Areas.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|---|---|--|-------|
| <p>Data are missing or inadequate to address:</p> <ul style="list-style-type: none"> ❑ student learning as it relates to the Show-Me Standards ❑ teacher preparation and delivery of instruction ❑ resource distribution and use <p>See note *</p> | <p>Data include at least three of the following:</p> <ul style="list-style-type: none"> ❑ standardized assessments ❑ local assessments ❑ surveys ❑ policies and procedures ❑ student standards ❑ Census of Technology (COT) | <p>A variety of valid and reliable sources are collected to identify the strengths and weaknesses of district and building level learning. Check sources included.</p> <ul style="list-style-type: none"> ❑ standardized assessments (MAP, ITBS, etc.) ❑ local assessments (pre/post-tests, scoring guides/rubrics, checklists, etc.) ❑ surveys (Census of Technology, Profiler, teacher and student surveys, etc.) ❑ policies and procedures (equity of resources, copyright, AUP, licensing, CIPA, filtering, web page development, computer donations, security, etc.) ❑ student and teacher standards (curriculum/technology, NETS, Show-Me, etc.) ❑ training data, trainer evaluations, training outcomes, etc. ❑ administrative networking tools (fiscal management, purchasing and budget management systems, etc.) ❑ data management tools (student information systems, grade books, attendance, etc.) ❑ communication tools (e-mail, Internet, Intranet, etc.) ❑ total cost of ownership analysis (hardware maintenance, lease/rent, repair, etc.) | |

*Revision Note:

Goals

- ◆ Provide direction for the district's use of educational technology to improve teaching and learning
- ◆ Are broad statements of the purpose of the plan
- ◆ Address the district
 - CSIP goals
 - Technology Mission Statement
- ◆ Relate to the five Technology Focus Areas (TFAs)
 - Student Learning (includes technology skills)
 - Teacher Preparation and Delivery of Instruction
 - Administration / Data Management / Communication Processes
 - Resource Distribution and Use
 - Technical Support

Goals

◆ Use the Scoring Guide to Score the Sample

GOAL(S): Goals provide direction for the district's use of educational technology to improve teaching and learning. Goals are broad statements of the purpose of the plan and are linked to comprehensive improvement plans.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|---|---|--|-------|
| Goal(s) are missing or inadequate to determine the direction of the plan. See note*. | Goal(s) address: <ul style="list-style-type: none">❑ mission statement and district CSIP goals❑ student learning❑ teacher preparation and delivery of instruction | Goal(s) address: <ul style="list-style-type: none">❑ mission statement and district CSIP goals❑ identified needs/weaknesses❑ student learning❑ teacher preparation and delivery of instruction❑ administration/data management/communication processes❑ resource distribution and use❑ technical support | |

*Revision Note:

Data Analysis, Objectives & Action Plans

- Organization

- ◆ Determine how this section will be organized
- ◆ Regardless of organization, the plan must meet the Scoring Guide criteria
- ◆ There are several possible organizational methods
 - Organize like typical CSIP (by goal)
 - ◆ Goal
 - Objectives that will lead to meeting goal
 - Strategic Strategies to meet each objective
 - Timeline for meeting each objective
 - Benchmarks to evaluate whether objective met
 - Organize by building
 - ◆ Building level plans
 - organized by Technology Focus Area
 - organized by goal
 - Follow the Scoring Guide exactly and organize by Technology Focus Area (Slides that follow are based on this method)

Data Analysis, Objectives & Action Plans - Student Learning TFA

◆ Student Data Analysis

- Appropriate data and information used to identify the strengths and weaknesses of student learning as it relates to the Show-Me Standards, including technology skills
- Relationship between technology and those strengths and weaknesses are clearly summarized as they relate to:
 - ◆ student learning
 - ◆ curriculum and instruction
 - ◆ access and use
 - ◆ policies and procedures
 - ◆ CSIP/MSIP

Data Analysis, Objectives & Action Plans - Student Learning TFA

- ◆ Student Data Analysis
- ◆ Use the Scoring Guide to Score the Sample

STUDENT LEARNING TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Student Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of student learning as it relates to the Show-Me Standards, including technology skills.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|---|--|---|-------|
| Strengths and weaknesses for student learning as it relates to the Show-Me Standards and technology are missing or inadequate. See note *. | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">□ student learning as it relates to the Show-Me Standards and technology. | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">□ student learning as it relates to the Show-Me Standards and technology□ curriculum/instruction□ access and use□ policies and procedures□ CSIP/MSIP | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Student Learning TFA

◆ Student Learning Objectives

- Objectives are measurable
- Support the goals of the plan
- Address student learning
 - ◆ what progress is expected
 - ◆ how the progress will be measured
- Are attainable and realistic
- Will benefit student learning
- Address identified weaknesses
- Address a variety of learner needs

Data Analysis, Objectives & Action Plans - Student Learning TFA

- ◆ Student Learning Objectives
- ◆ Use the Scoring Guide to Score the Sample

Student Learning Objectives: Objectives (milestones/measures of accomplishments) support the goal(s) of the plan and address student learning.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|--|--|--|-------|
| Objectives are missing or inadequate to measure student learning See note*. | Objectives: <ul style="list-style-type: none"><input type="checkbox"/> relate to stated goal(s)<input type="checkbox"/> address<ul style="list-style-type: none">o what progress is expectedo how the progress will be measured<input type="checkbox"/> are attainable and realistic<input type="checkbox"/> will benefit student learning | Objectives: <ul style="list-style-type: none"><input type="checkbox"/> relate to stated goal(s)<input type="checkbox"/> address<ul style="list-style-type: none">o what progress is expectedo how the progress will be measured<input type="checkbox"/> are attainable and realistic<input type="checkbox"/> will benefit student learning<input type="checkbox"/> address weaknesses identified in section D1 (Analyze Data/Student learning)<input type="checkbox"/> address various learner needs | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Student Learning TFA

◆ Student Learning Action Plan

- Indicates technology's role in achieving high student achievement and performance related to the Show-Me Standards, including technology skills
- Includes
 - ◆ goal(s)
 - ◆ objective(s)
 - ◆ CSIP/MSIP standards
 - ◆ action step/activity (strategy)
 - ◆ timeline
 - ◆ benchmarks
 - ◆ person responsible

Data Analysis, Objectives & Action Plans - Student Learning TFA

- ◆ Student Learning Action Plan
- ◆ Use the Scoring Guide to Score the Sample

Student Learning Plans: Action plans and implementation strategies indicate technology's role in achieving high student achievement and performance, related to the Show-Me Standards, including technology skills.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|---|--|---|-------|
| Action Plan is missing or inadequate to determine the effect of technology on student learning. See note*. | Action Plan details: <ul style="list-style-type: none">❑ objective❑ action step/activity❑ timeline/completion date | Action Plan details: <ul style="list-style-type: none">❑ goal❑ objective❑ CSIP and MSIP standards❑ action step/activity❑ timeline/completion date❑ review dates❑ correction strategies❑ person responsible | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Teacher Preparation TFA

◆ Teacher Data Analysis

- Appropriate data and information used to identify the strengths and weaknesses of teacher preparation and delivery of instruction
- Relationship between technology and those strengths and weaknesses are clearly summarized as they relate to:
 - ◆ teacher preparation and delivery of instruction
 - ◆ access and use
 - ◆ policies and procedures
 - ◆ CSIP/MSIP

Data Analysis, Objectives & Action Plans - Teacher Preparation TFA

- ◆ Teacher Data Analysis
- ◆ Use the Scoring Guide to Score the Sample

TEACHER PREPARATION TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Teacher Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of teacher preparation and delivery of instruction.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|---|--|---|-------|
| Strengths and weaknesses for teacher preparation as it relates to technology are missing or inadequate. See note*. | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">❑ teacher preparation and delivery of instruction | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">❑ teacher preparation and delivery of instruction❑ access and use❑ policies and procedures❑ CSIP/MSIP | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Teacher Preparation TFA

◆ Teacher Objectives

- Objectives are measurable
- Support the goals of the plan
- Address teacher professional development
 - ◆ what progress is expected
 - ◆ how the progress will be measured
- Are attainable and realistic
- Will benefit teacher preparation and delivery of instruction
- Address identified weaknesses
- Address a variety of teacher needs
 - ◆ disciplines
 - ◆ grade levels
 - ◆ technology integration
 - ◆ uses of resources

Data Analysis, Objectives & Action Plans - Teacher Preparation TFA

◆ Teacher Objectives

◆ Use the Scoring Guide to Score the Sample

Teacher Objectives: Objectives (milestones/measures of accomplishments) support the goal(s) of the plan and address teacher professional development.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|--|---|---|-------|
| Objectives are missing or inadequate to measure teacher preparation and delivery of instruction. See note*. | Objectives: <ul style="list-style-type: none"><input type="checkbox"/> relate to stated goal(s)<input type="checkbox"/> address<ul style="list-style-type: none">o what progress is expectedo how the progress will be measured<input type="checkbox"/> are attainable and realistic<input type="checkbox"/> will benefit teacher preparation and delivery of instruction<input type="checkbox"/> correspond to the planned timeline | Objectives: <ul style="list-style-type: none"><input type="checkbox"/> relate to stated goal(s)<input type="checkbox"/> address<ul style="list-style-type: none">o what progress is expectedo how the progress will be measured<input type="checkbox"/> are attainable and realistic<input type="checkbox"/> will benefit teacher preparation and delivery of instruction<input type="checkbox"/> correspond to the planned timeline<input type="checkbox"/> address weaknesses identified in section D2 (Analyze Data/Teacher preparation and delivery of instruction)<input type="checkbox"/> address various teacher needs (disciplines, grade levels, technology integration, uses of resources, etc.) | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Teacher Preparation TFA

◆ Teacher Preparation Action Plan

- Promotes teacher preparation to integrate technology into curriculum and instructional practices
- Includes
 - ◆ goal(s)
 - ◆ objective(s)
 - ◆ CSIP/MSIP standards
 - ◆ action step/activity (strategy)
 - ◆ timeline
 - ◆ benchmarks
 - ◆ person responsible
 - ◆ estimated costs
 - ◆ funding source(s)

Data Analysis, Objectives & Action Plans - Teacher Preparation TFA

- ◆ Teacher Preparation Action Plan
- ◆ Use the Scoring Guide to Score the Sample

Teacher Preparation Plans: Action plans and implementation strategies promote preparing teachers to integrate technology into curriculum and instructional practices.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|--|--|--|-------|
| Action Plan is missing or inadequate to determine the effect of technology on teacher preparation and delivery of instruction. See note*. | Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> objective<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source | Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> goal<input type="checkbox"/> objective<input type="checkbox"/> CSIP and MSIP standards<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> review dates<input type="checkbox"/> correction strategies<input type="checkbox"/> person responsible<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Administration TFA

◆ Administration, Management & Communications Data Analysis

- Appropriate data and information used to identify the strengths and weaknesses of district's use of technology to support administration, data management, and communication processes
- Relationship between technology and those strengths and weaknesses are clearly summarized as they relate to:
 - ◆ administration, data management, and communication processes
 - ◆ access and use
 - ◆ policies and procedures
 - ◆ CSIP/MSIP

Data Analysis, Objectives & Action Plans - Administration TFA

- ◆ Administration, Management & Communications Data Analysis
- ◆ Use the Scoring Guide to Score the Sample

ADMINISTRATION TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Administration, Management & Communications Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of the district's use of technology to support administration, data management, and communication processes.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|--|---|--|-------|
| Strengths and weaknesses for Administration/data management/communication processes as it relates to technology are missing or inadequate. See note*. | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">❑ administration/data management/communication processes | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">❑ administration/data management/communication processes❑ access and use❑ policies and procedures❑ CSIP/MSIP | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Administration TFA

◆ Administration, Management & Communication Objectives

- Objectives are measurable
- Support the goals of the plan
- Address administration, data management, and communication
 - ◆ what progress is expected
 - ◆ how the progress will be measured
- Are attainable and realistic
- Will benefit administration, data management, and communication
- Address identified weaknesses
- Address a variety of administrative needs (fiscal, attendance, etc.)

Data Analysis, Objectives & Action Plans - Administration TFA

- ◆ Administration, Management & Communication Objectives
- ◆ Use the Scoring Guide to Score the Sample

Administration, Management & Communications Objectives: Objectives (milestones/measures of accomplishments) are established to support the goal(s) of the plan and address the district's use of technology to support school administration, data management, and communications.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|--|--|--|-------|
| Objectives are missing or inadequate to measure the administration/data management /communication processes. | Objectives: <ul style="list-style-type: none"> ❑ relate to stated goal(s) ❑ address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured ❑ are attainable and realistic ❑ will benefit administration/data management/communication processes | Objectives: <ul style="list-style-type: none"> ❑ relate to stated goal(s) ❑ address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured ❑ are attainable and realistic ❑ will benefit administration/data management/communication processes ❑ correspond to the planned timeline ❑ address weaknesses identified in section D3 (Analyze Data/administration/data management/communication processes) ❑ address various management needs (fiscal, attendance, etc.) | |
| See note*. | | | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Administration TFA

◆ Administration, Data Management, & Communication Action Plan

- Indicates technology's role in improving the district's administration, data management, and communication processes
- Includes
 - ◆ goal(s)
 - ◆ objective(s)
 - ◆ CSIP/MSIP standards
 - ◆ action step/activity (strategy)
 - ◆ timeline
 - ◆ benchmarks
 - ◆ person responsible
 - ◆ estimated costs
 - ◆ funding source(s)

Data Analysis, Objectives & Action Plans - Administration TFA

- ◆ Administration, Management & Communication Action Plan
- ◆ Use the Scoring Guide to Score the Sample

Administration, Management & Communications Plans: Action plans and implementation strategies indicate technology's role in improving the district's administration, data management, and communication processes.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|---|--|--|-------|
| Action Plan is missing or inadequate to determine the effect of technology on administration/data management/communication processes. See note*. | Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> objective<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source | Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> goal<input type="checkbox"/> objective<input type="checkbox"/> CSIP and MSIP standards<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> review dates<input type="checkbox"/> correction strategies<input type="checkbox"/> person responsible<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Resource TFA

◆ Resource Data Analysis

- Appropriate data and information used to identify the strengths and weaknesses of district's access to and use of technology resources
- Relationship between technology and those strengths and weaknesses are clearly summarized as they relate to:
 - ◆ resource distribution and use
 - ◆ policies and procedures
 - ◆ CSIP/MSIP

Data Analysis, Objectives & Action Plans - Resource TFA

- ◆ Resource Data Analysis
- ◆ Use the Scoring Guide to Score the Sample

RESOURCE TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Resource Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of the district's access to and use of technology resources.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|---|--|---|-------|
| Strengths and weaknesses for resource distribution and use as it relates to technology are missing or inadequate. See note*. | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">❑ resource distribution and use | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">❑ resource distribution and use❑ access and use❑ policies and procedures❑ CSIP/MSIP | |

*Revision Note:

Data Analysis, Objectives & Action Plans

- Resource TFA

◆ Resource Objectives

- Objectives are measurable
- Support the goals of the plan
- Address the distribution and use of the district's technology resources
 - ◆ what progress is expected
 - ◆ how the progress will be measured
- Are attainable and realistic
- Will benefit resource distribution and use
- Address identified weaknesses
- Address a variety of resource distribution and use needs
 - ◆ equity
 - ◆ standards
 - ◆ maintenance

Data Analysis, Objectives & Action Plans - Resource TFA

- ◆ Resource Objectives
- ◆ Use the Scoring Guide to Score the Sample

Resource Objectives: Objectives (milestones/measures of accomplishments) are established to support the goal(s) of the plan and address the distribution and use of the district's technology resources.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|--|---|---|-------|
| Objectives are missing or inadequate to measure resource distribution and use. See note*. | Objectives: <ul style="list-style-type: none"><input type="checkbox"/> relate to stated goal(s)<input type="checkbox"/> address<ul style="list-style-type: none">○ what progress is expected○ how the progress will be measured<input type="checkbox"/> are attainable and realistic<input type="checkbox"/> will benefit resource distribution and use | Objectives: <ul style="list-style-type: none"><input type="checkbox"/> relate to stated goal(s)<input type="checkbox"/> address<ul style="list-style-type: none">○ what progress is expected○ how the progress will be measured<input type="checkbox"/> are attainable and realistic<input type="checkbox"/> will benefit resource distribution and use<input type="checkbox"/> address student to computer ratio<input type="checkbox"/> correspond to the planned timeline<input type="checkbox"/> address weaknesses identified in section D4 (Analyze Data/Resource distribution and use)<input type="checkbox"/> address various resource distribution and use needs (equity, standards, surveys, maintenance, repair, etc.) | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Resource TFA

◆ Resource Action Plan

- Supports adequate and equitable distribution and use of the district's technology
- Includes
 - ◆ goal(s)
 - ◆ objective(s)
 - ◆ CSIP/MSIP standards
 - ◆ action step/activity (strategy)
 - ◆ timeline
 - ◆ benchmarks
 - ◆ person responsible
 - ◆ estimated costs
 - ◆ funding source(s)

Data Analysis, Objectives & Action Plans - Resource TFA

- ◆ Resource Action Plan
- ◆ Use the Scoring Guide to Score the Sample

Resource Plans: Action plans and implementation strategies support adequate and equitable distribution and use of the district's technology resources.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|--|--|--|-------|
| Action Plan is missing or inadequate to determine the effect of resource distribution and use. See note*. | Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> objective<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source | Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> goal<input type="checkbox"/> objective<input type="checkbox"/> CSIP and MSIP standards<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> review dates<input type="checkbox"/> correction strategies<input type="checkbox"/> person responsible<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Technical Support TFA

◆ Technical Support Data Analysis

- Appropriate data and information used to identify the strengths and weaknesses of district's support of its technology resources
- Relationship between technology and those strengths and weaknesses are clearly summarized as they relate to:
 - ◆ technical support
 - ◆ access and use
 - ◆ policies and procedures
 - ◆ CSIP/MSIP

Data Analysis, Objectives & Action Plans - Technical Support TFA

- ◆ Technical Support Data Analysis
- ◆ Use the Scoring Guide to Score the Sample

TECHNICAL SUPPORT TFA -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Technical Support Data Analysis: Appropriate data and information are used to identify the strengths and weaknesses of the district's support of its technology resources.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|---|--|---|-------|
| Strengths and weaknesses for technical support as it relates to technology are missing or inadequate. See note*. | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the district and building levels as they relate to: <ul style="list-style-type: none">□ technical support | Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <ul style="list-style-type: none">□ technical support□ access and use□ policies and procedures□ CSIP/MSIP | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Technical Support TFA

◆ Technical Support Objectives

- Objectives are measurable
- Support the goals of the plan
- Address the adequate support of the district's technology resources
 - ◆ what progress is expected
 - ◆ how the progress will be measured
- Are attainable and realistic
- Address the ratio of technical staff to the number of computers
- Address identified weaknesses
- Address a variety of resource distribution and use needs
 - ◆ maintenance
 - ◆ FTE
 - ◆ number of workstations
 - ◆ service records

Data Analysis, Objectives & Action Plans - Technical Support TFA

- ◆ Technical Support Objectives
- ◆ Use the Scoring Guide to Score the Sample

Technical Support Objectives: Objectives (milestones/measures of accomplishments) serve the goal(s) of the plan and address adequate support of the district's technology resources.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|--|---|---|-------|
| Objectives are missing or inadequate to measure technical support. See note*. | Objectives: <ul style="list-style-type: none"> ❑ relate to stated goal(s) ❑ address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured ❑ are attainable and realistic ❑ will benefit technical support | Objectives: <ul style="list-style-type: none"> ❑ relate to stated goal(s) ❑ address <ul style="list-style-type: none"> ○ what progress is expected ○ how the progress will be measured ❑ are attainable and realistic ❑ address ratio of technical staff to number of computers ❑ will benefit technical support ❑ correspond to the planned timeline ❑ address weaknesses identified in section D5 (Analyze Data/Technical support) ❑ address various technical support needs (e.g., maintenance, repair, number of workstations, FTE, service records, etc.) | |

*Revision Note:

Data Analysis, Objectives & Action Plans - Technology Support TFA

◆ Technical Support Action Plan

- Promotes adequate and equitable technical support of the district's technology
- Includes
 - ◆ goal(s)
 - ◆ objective(s)
 - ◆ CSIP/MSIP standards
 - ◆ action step/activity (strategy)
 - ◆ timeline
 - ◆ benchmarks
 - ◆ person responsible
 - ◆ estimated costs
 - ◆ funding source(s)

Data Analysis, Objectives & Action Plans - Technical Support TFA

- ◆ Technical Support Action Plan
- ◆ Use the Scoring Guide to Score the Sample

Technical Support Plans: Action plans and implementation strategies promote adequate and equitable technical support goal(s) and objectives.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|--|--|--|-------|
| Action Plan is missing or inadequate to determine the effect of resource distribution and use. See note*. | Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> objective<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source | Action Plan details: <ul style="list-style-type: none"><input type="checkbox"/> goal<input type="checkbox"/> objective<input type="checkbox"/> CSIP and MSIP standards<input type="checkbox"/> action step/activity<input type="checkbox"/> timeline/completion date<input type="checkbox"/> review dates<input type="checkbox"/> correction strategies<input type="checkbox"/> person responsible<input type="checkbox"/> estimated cost/budget<input type="checkbox"/> funding source | |

*Revision Note:

Dissemination, Monitoring, and Evaluation

- The Technology Plan includes
 - ◆ Processes for ongoing communication/dissemination with
 - school personnel
 - community representatives
 - other stakeholders
 - ◆ Procedures to regularly monitor methods and activities and allow adjustments as necessary
 - timely
 - analytical
 - ongoing
 - ◆ Evaluation of the plan's effectiveness and validity is addressed
 - timely
 - ongoing
 - uses appropriate assessment tools

Dissemination, Monitoring, and Evaluation

◆ Use the Scoring Guide to Score the Sample

DISSEMINATION, MONITORING, AND EVALUATION: The technology plan includes processes for ongoing communication/dissemination with community representatives, and stakeholders. Methods and activities are regularly monitored to allow for adjustments as necessary. Evaluation of the plan's effectiveness and validity is addressed.

| Needs Revision (1-2 points) | Adequate (3-4 points) | Commendable (5 points) | Score |
|---|--|---|-------|
| The strategies to disseminate, monitor, and evaluate are missing or inadequate to determine the plan's effectiveness. | Plan includes strategies for: <ul style="list-style-type: none">□ Dissemination<ul style="list-style-type: none">○ reports progress□ Monitoring<ul style="list-style-type: none">○ timely□ Evaluation<ul style="list-style-type: none">○ uses appropriate assessment tools | Plan includes strategies for: <ul style="list-style-type: none">□ Dissemination<ul style="list-style-type: none">○ reports progress○ informs all stakeholders and policy makers (board members, legislators, civic leaders, etc.)□ Monitoring<ul style="list-style-type: none">○ timely○ analytical○ ongoing□ Evaluation<ul style="list-style-type: none">○ timely○ ongoing○ uses appropriate assessment tools | |

See note*.

*Revision Note:

Where to Get Help!

- ◆ Go to the DESE Division of School Improvement Instructional Technology Web Site
 - <http://www.dese.state.mo.us/divimprove/instrtech/index.html>
 - Site includes links to
 - ◆ technology planning information (including district status)
 - ◆ scoring guide
 - ◆ example technology plans
- ◆ Apple Computer Web Site for Technology Planning
 - <http://www.apple.com/education/planning/>
- ◆ National Center for Technology Planning (Mississippi State University)
 - <http://www.nctp.com/>
- ◆ From Now On (FNO) Technology Planning for Engaged Learning Web Site
 - www.fno.org/